**10th Grade World History Syllabus**

**Year: 2019-2020**

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| Teacher: Mr. McLain |
| Email: [dane.mclain@mpls.k12.mn.us](mailto:Mclaind@colheights.k12.mn.us) Classroom #576 |
| Availability: After school RM #576- M,TUE,TH |

Who am I????

Born and raised in South Side Minneapolis, I am a life long learner and passionate advocate for the youth. I have been teaching for 6 years and see learning and teaching as the highest form of art. Though teaching is my main profession, I see myself as an artist first and foremost. My goal is to inspire creative ways to response to oppression and injustice. How can we create cultures of resistance to a system that seems determined to neglect a large majority of humanity? Let's build together!

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**Course Description/Overview:**

*What does it mean to be human? What makes humans different from other species? What role did Africa play in developing our civilization? What is the origin of race and racism? What is colonialism and what role has it played in World History? How can we build cultures of resistance against systems of oppression? How can history help bring life to the present and hope to the future? How might acknowledging the reality of World History work to transform our society?*

In this World History course we will be working on answering big questions by travelling back in time from the origin of our universe, to the development of our civilization, all the way up to the present. Our first unit will be focused on evolution and the rise of homo sapiens before civilization. We will then learn about the origins of civilization and the Agricultural Revolution, specifically in Africa. Finally we will learn about the impact that Capitalism, Colonization, and White Supremacy has had on North America and Africa. We will be spending significant time learning about the impact of these systems of oppression, and learning about people like Toussaint Louverture who have lived through and resisted against them.

**Required Materials:** Students will need a *notebook, folder, writing utensils (pens/pencils)*

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**What to Expect On the Weekly**

**Monday**- MUSIC MONDAY / VIDEO / REVIEW

**Tuesday**- LECUTURE/ACTIVITY/READING/VIDEO

**Wednesday**- LECTURE/ACTIVITY/READING/VIDEO

**Thursday**- DISCUSSION/DEBATE

**Friday**- Quiz or Rhyming / Journaling Wrap Up

**------------------------------------------------------------------**

**Grading:**

**Your grade will be determined by your effort in 4 areas:**

**Class Participation 30%**

**Readings, Journal, and Homework 30%**

**Quizzes/Gut Checks 20%**

**Tests/Summative Assessments 20%**

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**Class Participation = 30% of your grade**

Each class period will be worth five points. You are expected to put the points you think you earned up on the grading sheet in the classroom after every class. I will review this point sheet at the end of the week.

Each class will be worth: 5 points.

You get points by:

* 1. Showing up to class on time.
  2. Being respectful to me or you classmates.
  3. Helping Mr. McLain manage the class.
  4. Doing all the quick writes/taking notes/answering questions.
  5. Focusing on in-class assignments.
  6. Asking questions.
  7. Partaking in discussions.

You lose points by:

1. Not coming to class.
2. Showing up late.
3. Failing to answer questions in your notebook.
4. Failing to take notes.
5. Disrupting class (especially- talking while someone else is talking).
6. Being disrespectful to me or your classmates.
7. Failing to work on your assignment.
8. Sleeping in class.
9. Using your phone in class.

**Readings, Journal, and Homework= 25% of your grade**

**JOURNAL / RAP UP**

Every other Friday I will be asking for you to write either a two-paragraph journal entry or an 8 bar rap. I will throw on a beat and we will write. This will help you develop your writing skills and enhance our ability to communicate with each other throughout the year and beyond.

**TWO READINGS PER WEEK**

Expect to have at least two reading assignments per week that will be worth 10 points each. These will be handed out and posted on Google Classroom. These should be turned into me or posted on Google Classroom by Friday of every week.

**Homework- Google Classroom Assignments**

A significant amount of learning happens outside the classroom. In college the majority of the work is done at home. Bare minimum- You will be expected to watch and comment on at least 3 videos in **Google Classroom** every week.

**Quizzes= 20% of your grade**

Every other Friday we will have a quiz on the material covered during the week. These quizzes will either be multiple choice or short answers. You will also have Gut Checks throughout the week. These are basically pop quizzes that I will be giving throughout the year to begin class.

**Tests/Summative Assessments= 25% of your grade**

Tests will be given at the end of each unit. I will also be assigning presentations, creative projects, and essays to assess learning.

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| **Grade**  **Scale** |  |
| **A**  **A-** | 93.00 - 100%  90.00 – 92.99% |
| **B+** | 87.00 – 89.99% |
| **B** | 83.00 - 86.99% |
| **B-** | 80.00 – 82.99% |
| **C+** | 77.00 – 79.99% |
| **C** | 73.00 – 76.99% |
| **C-** | 70.00 – 72.99% |
| **D+** | 67.00 – 69.99% |
| **D** | 63.00 - 66.99% |
| **D-** | 60.00 – 62.99% |
| **F** | 0 – 59.99% |

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**Extra Housekeeping**

**Extra Credit Opportunities**

1) 4-3-2-1 Extra credit articles will be posted on the Google Classroom site throughout the year.

2) Write an album and/or movie review for extra credit (If it’s good enough it can be put into the North High News Paper!).

*Any other ideas? Let me know!!*

**Missing & Late Work***:* A due date will be set for each assignment. Although I will dock points, I will take **all** late work up till the end of each unit. As a rule it is better to turn something in late than not at all.

**Excused Absences:** You will get one extra day to do make up work for excused absences. Unexcused absences result in a zero for the day.

**Hallway work not allowed**

**No one** will be allowed in the hallway to work this year.

**Bathroom Pass**

You will be allowed 2 bathroom passes a week. Use them wisely!

**MPLS Phone Policy- No Phones Allowed in Class**

You will get one warning. The next time I will take the phone for the class period. If you refuse to give up the phone you will lose your phone for the day.

**GOOGLE CLASSROOM PASSWORD====**

**Course Units**

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| **World History** |
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| Have the lives of humans improved due to the rise of our modern civilization?  How do you create cultures of resistance against systems of oppression?  **Unit 1-**  **Evolution, Extinction, and The Cognitive Revolution**  **Essential Questions**  *When does history begin?*  *What makes Homo Sapiens different from other species?*  The Power of Stories  Remembering V Forgetting  The Cosmic Calendar  The 6 Mass Extinctions  The First Humans  Hunter Gatherers  Biological Evolution  Cultural Evolution  Natural Selection  Artificial Selection  The Development of Melanin  NOAH’s ARK – HOOK  The First Migrations out of Africa  **Unit 2-**  **Agricultural Revolution and the Beginnings of Empire**  *How did life change for homo sapiens after the Agricultural Revolution?*  ADAM AND EVE- HOOK  Domestication of plants and animals  Hierarchy  Specialization  Hierarchy  The Luxury Trap  Corn, Wheat, and Rice  Materialism  **UNIT 3-**  **The Origin of Religion**  *How did religion develop over time?*  Animism  Polytheism  Monotheism  Dualism  Buddhism  Confucianism  Sufism  Sikhism  Hinduism  Judaism  Christianity  Islam  **UNIT 4-**  **The Rise of Land Based Empires 1200 - 1450**  Empires  White Supremacy and The Destruction of Civilizations  Assimilation V Integration  State Building in Africa- Mali Empire, Ghana Empire, Songhai Empire  State Building in the Americas- Inca Empire, Aztec Empires  Developments in South and South East Asia- Mongol Empire  Silk Road  Trans-Saharan trade  Exchange in the Indian Ocean  **Unit 5-**  **The Beginning of Cross Atlantic Colonization and the Origin of Capitalism**  *How did the system of Capitalism influence the world? How did people resist against slavery?*  Columbus, Cortez, and Pizarro  Columbian Exchange  Takers V Leavers  Transatlantic Slave Trade  The Slave Rebellions  Slave Empires  Resistance Movements  Caste System  The Origins of Race  **Unit 6-**  **The Colonization of Africa**  How did Europe take over?  The Scramble for Africa  The Congo Genocide  Menelek II and Resistance Movements  **Unit 6-**  **The Rise of Communism and Revolution**  *How did the ideas of Communism lead to Revolution?*  Karl Marx  Marxism  Class Struggle  The Commons  The Cold War  Russia  Cuba  Algeria  **Unit 7-**  **Global Warming and Neo-Liberalism**  Individualism V Collectivism  Public V Private  Technology and the Environment  Sacrifice Zones  Extractivism  Money and Profit |

**WORLD HISTORY SYLLABUS**

Date \_\_\_\_\_\_\_\_\_\_\_

Student Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/Guardian Signature(s)**

Parent/Guardian Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Comments to teacher:**